

The Culture of Poverty

A Framework for Understanding Poverty and Its Relationship to Literacy

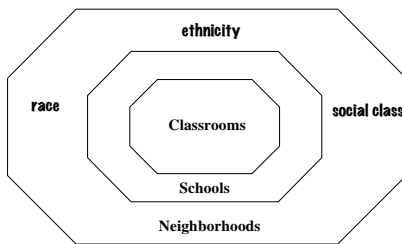
Presented by Barbara Schubert, Ph.D.

Closing the Gap

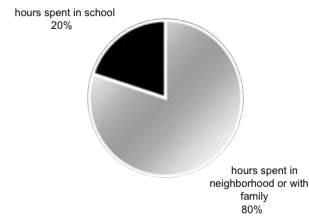
Closing the gap means one of two things:

- Children performing less well progress at a much more rapid rate than better performing children
- Better performing children start performing less well

Nested Lives



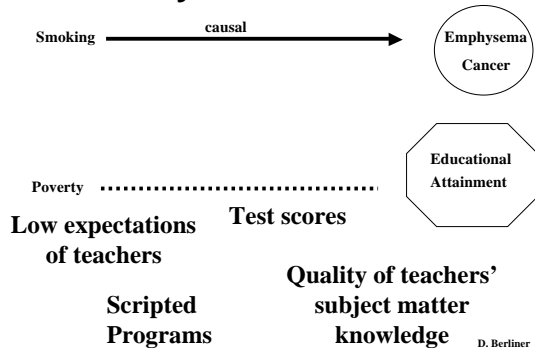
Time and Where It is Spent



“...the structural basis for failure in inner-city schools is political, economic, and cultural, and must be changed before meaningful school improvement projects can be successfully implemented. Educational reforms cannot compensate for the ravages of society.”

Jean Anyon, *What "Counts" as Educational Policy?* Harvard Educational Review 75 (1) 65-88

Poverty and Achievement



Factors to Consider

- Financial
- Emotional
- Mental
- Spiritual
- Physical
- Support
- Relationship/Role Model
- Knowledge of Hidden Rules

What Does This Mean in the School Setting?

- Teach coping strategies
- Teach classroom survival skills, including study skills and cognitive strategies
- Require daily goal-setting and procedural self-talk
- Teach problem-solving, accessing information, connections to additional resources, and planning

Comparison

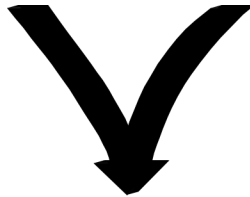
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| <p>Formal</p> <ul style="list-style-type: none"> ▪ Sequence ▪ Order ▪ Cause and effect ▪ Conclusion | <p>Casual</p> <ul style="list-style-type: none"> ▪ More entertaining ▪ More participatory ▪ Exhibits a richness of character, feeling, and humor. |
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All skills necessary for problem-solving, inference, etc.

A Framework for Understanding Poverty, R. Payne

What does this mean in the school or work setting?

Cognitive studies indicate that story structure is a way that the brain stores memories. In the formal register, memories would be stored more sequentially, and thinking patterns would follow story structure.



What's the Point?



- If you fall in the middle class, the assumption is everyone knows these things.
- If you did not know many of the items for the other classes, you can see how many of the hidden rules are taken for granted by a particular class.

Difficulty at school

- One of the reasons it is getting more and more difficult to conduct school as we have in the past is that the students who bring the middle-class culture with them are decreasing in numbers, and the students who bring the poverty-class culture with them are increasing in numbers.

What does this mean for the school setting?

- An education is the key to getting out of, and staying out of, generational poverty.
- Individuals leave poverty for one of four reasons:
 - A goal or vision they want to be or have
 - A situation that is so painful that anything would be better
 - Someone who "sponsors" them
 - A specific talent or ability that provides an opportunity for them

What does this mean for the school setting?

- Being in poverty is rarely about a lack of intelligence or ability.
- Many individuals stay in poverty because they don't know there is a choice- and if they do know that, have no one to teach them hidden rules or provide resources.
- Schools are virtually the only places where students can learn the choices and rules of the middle-class.

Learning Structures



Mediation



What Cognitive Strategies Must Be Built?

- Input strategies
- Elaboration Strategies
- Output Strategies



Input Strategies

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| ▪ Use planning behaviors. | ▪ Organize space with stable systems of references. |
| ▪ Focus perception on specific stimulus. | ▪ Identify constancies across variations. |
| ▪ Control impulsivity. | ▪ Gather precise and accurate data. |
| ▪ Explore data systematically. | ▪ Consider two sources of information at once. |
| ▪ Use appropriate and accurate labels. | ▪ Visually transport data. |
| ▪ Orient data in time. | |

Elaboration Strategies

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| ▪ Identify and define the problem. | ▪ Use logical data. |
| ▪ Select relevant cues. | ▪ Test hypothesis. |
| ▪ Compare data. | ▪ Build inferences. |
| ▪ Select appropriate categories of time. | ▪ Make a plan using the data. |
| ▪ Summarize data. | ▪ Use appropriate labels. |
| ▪ Project relationships of data. | ▪ Use data systematically. |

Output Strategies



- Communicate clearly the labels and process.
- Visually transport data correctly.
- Use precise and accurate language.
- Control impulsive behavior.

Mediation Builds These Strategies

- In school, we begin at the elaboration level - use of data.
- When students do not understand, we re-teach these strategies.
- We do not revisit the quality and quantity of the data gathered.



Connections to Reading Recovery

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| <ul style="list-style-type: none"> ▪ Planning behaviors <ul style="list-style-type: none"> ▪ Goal setting ▪ Identifying procedures in task ▪ Assigning time to task ▪ Identifying quality of work necessary to complete the task | <ul style="list-style-type: none"> ▪ Predictions of Progress (GB p. 12) ▪ Establishing lesson routine (GB p. 14) ▪ Sticking to a 30 minute lesson* (GB p. 65, 83) ▪ Working with the child to develop a self-extending system (GB p. 15) |
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Connections to Reading Recovery

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| <ul style="list-style-type: none"> ▪ Focus perception on specific stimulus <ul style="list-style-type: none"> ▪ Seeing every detail on the page or in environment ▪ Identifying everything noticed by the five senses | <ul style="list-style-type: none"> ▪ Calling attention to specific words, letters, pictures. (GB p. 40) ▪ Using the cueing systems to help the child focus on effective problem-solving. (GB pp. 40 - 43) |
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Connections to Reading Recovery

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| <ul style="list-style-type: none"> ▪ Control impulsivity <ul style="list-style-type: none"> ▪ Stopping action until one has thought about the task ▪ Direct correlation between impulse control and improved behavior and achievement | <ul style="list-style-type: none"> ▪ Clapping syllables (GB p. 32) ▪ "Try it on the practice page" (GB p. 30) ▪ Insistence saying word slowly and pushing counters (GB p. 32) |
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Connections to Reading Recovery

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| <ul style="list-style-type: none"> ▪ Explore data systematically <ul style="list-style-type: none"> ▪ Employment of strategy to procedurally and systematically go through data ▪ Highlighting pieces of data | <ul style="list-style-type: none"> ▪ Taking words apart in reading (GB p. 47) ▪ How to learn a word or a letter (GB p. 27) ▪ Hearing and recording sounds in words (GB p. 32) |
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Connections to Reading Recovery

- Use appropriate and accurate labels
 - Use of precise words and vocabulary to identify and explain.
 - Ability to label the procedures, tasks, and processes so that the task can be successfully repeated each time and analyzed at a meta-cognitive level.
- Teacher must skillfully select the activities needed by a particular child. (GB p. 19)
- May need to bring a needed behavior under verbal direction for a short time. (GB p. 26)

Connections to Reading Recovery

- Organize space with stable systems of reference
 - Ability to identify with labels the position of an item
 - Ability to organize in space
- Teaching for strategies (GB pp. 39 - 43)
- Use of sound and letter boxes (GB p. 32-33)
- Locating Responses and Spatial Layout (GB pp. 19-23)

(without this, it's virtually impossible to tell 'p', 'b', and 'd' apart.)

Connections to Reading Recovery

- Identify Constancies
 - Knowing what remains the same and what changes
 - Allows one to define things, to recognize a person or an object, and to compare and contrast
 - Allows cursive writing to be read in all of its variations
- Learning to Look at Print (GB pp. 23-28)
- Linking Sound Sequence with Letter Sequence (GB p. 43-47)
- Taking Words Apart in Reading (GB pp. 47-51)

Connections to Reading Recovery

- Consider Two Sources of Information at Once
 - Visually transporting data accurately
 - Identifying the constancies and variations
 - Exploring the data systematically
 - Assigning precise and accurate labels
- Cross Checking (GB p. 41)
- Searching (GB pp. 41-42)
- Linking Sound Sequence with Letter Sequence (GB p. 43-47)
- Teaching for Phrasing (GB pp. 51-53)
- Taking Words Apart in Reading (GB pp. 47-51)

Connections to Reading Recovery

- Visually Transport Data
 - Eye picks up the data, carries it accurately to the brain, examines it for constancies and variations, and labels the parts and the wholes
- Cross Checking (GB p. 41)
- Searching (GB pp. 41-42)
- Linking Sound Sequence with Letter Sequence (GB p. 43-47)
- Taking Words Apart in Reading (GB pp. 47-51)
- Learning to Look at Print (GB pp. 23-28)

Connections to Reading Recovery

- What would lesson design look like when these strategies are taught?
 - Use planning behaviors
 - Control impulsivity
 - Use evaluative behaviors
 - Explore data systematically
 - Use specific language
- Fluent writing
- Familiar reading
- Running Record
- Specific Teaching point/Word/Letter Work
- Writing & Cut-Up Story
- New Book Introduction & Attempt

If students were required to do these five things, cognitive strategies would be strengthened, discipline would improve, and achievement would be enhanced.